

LOMED for the 21st Century

In preparation for the Living and Learning
worksheet (two pages) and brings it to

Learning that

Knowing

Living/Doing

Congregation:

Congregation

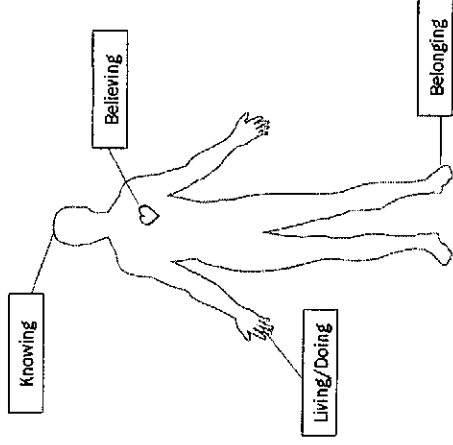
Goal:

Living

LOMED for the 21st Century: Powerful Learning Plan

In preparation for the Living and Learning Experience, each teacher fills in her or his own worksheet (two pages) and brings it to the event.

Learning that reaches your Noticing Targets



Congregation:	Congregation Emanu-El of the City of New York
Priority Goal:	Living Jewish Values ("Jewish values to live by")
Design Principle:	Learning will be anchored in caring, purposeful relationships

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LOMED תמ"ל

bjeny sajes



Leadership Institute

A subsidiary agency of
UJA Federation
of New York

Powerful Learning Plan, continued

Teacher:	Danny Mishkin and Rabbi Howard Goldsmith
Age level:	9 th Grade
Noticing Tool(s):	Written answers to questions
Content Area*: (Big Idea to be explored)	We can respond to an issue using a three pronged approach of Torah, Avodah, GH Identifying “brokenness” in the school

NOTICING TARGETS	
Know:	Identifying “brokenness” in the world/community and that being a Jew means you should respond to it
	<i>Prompt:</i> What is a problem that we can all take on to make the world a better place? And why you should do something about it?
Do:	Accessing information about a problem or issue in order to meaningfully respond to it
	<i>Prompt:</i> How can you make a difference?
Believe/ Value:	Understanding that one can personally contribute to a solution – that one’s response can make a difference
	<i>Prompt:</i> What have you done in response to this problem?
Belong:	Identifying a common goal and working together as a team to achieve it.
	<i>Prompt:</i> Who are your allies in responding to this issue (who has helped you?)

*The Living and Learning Retreat on January 10 will help you to create a lesson using your noticing targets. The lesson will run between January 11 and March 14. In preparation for the retreat on January 10, you will be the focus of that lesson, e.g. *Tu B’shevat*. Then identify the “big idea” or “core concept” that you want to teach.

Step 6
Al Shlosha Devarim

Core Concept: A Jewish way to deal with an issue suggests that one should study, pray, and act in order to confront the issue. We use a three pronged approach, because it is sturdy.

Essential Questions:

- 1) Why should one pray, study, and act in order to confront an issue?
- 2) What does it mean to pray Jewishly?
- 3) What does it mean to take action Jewishly?
- 4) What does it mean to study Jewishly?

Goals:

- 1) Meaningfully introduce students to prayer, study and action.
- 2) Teach the students that *tikkun olam* involves study and prayer, not just action.
- 3) Students should understand that the value of not being close minded is a Jewish value, inspired by Jewish texts and teachings.

Last Class:

One of the goals of the last class was to give students responsibility for their own learning. To this end, students went through a process of choosing a theme for the final 3 months of the program, which would involve repairing the world in some way.

- 1) Students identified parts of the world that were broken; the list was 18 items long
- 2) Students made cases for why they wanted a certain theme
- 3) Students voted on a theme, which is people being close minded.
 - a. One of the main reasons this was chosen is because it causes so many other problems

Plan of Action:

Introduction to prayer in general: 15 min

- 1) Explain keva vs. kavannah
- 2) Describe 4 diff types of prayer
 - a. Praise
 - b. Thanks
 - c. Petition
 - d. ~~???~~ ~~(How we will remember)~~

Confession

Study of Amidah: 25 minutes

- 1) Read through amidah
- 2) Identify prayer formula (see attached sheet)
- 3) Students write their own prayer

Discussion: Why is prayer an essential element to *tikkun olam*: 10 minutes

- 1) Answers we are looking for:
 - a. By doing it every day, we are reminded of our Jewish values and responsibilities every day
 - b. Prayer inspires us toward action
 - c. Unifies us as a people
 - d. Gets us to gather
 - e. Connects us to something larger than self

Beginning the text study: 20 minutes

- 1) Tell the students that the Talmud teaches us to be “soft like a reed, and not hard like a cedar.”
- 2) What does this mean?
- 3) Read through commentary (see attached sheet)
- 4) One of the things we discussed when choosing this theme was that it has such a trickle down effect. Your assignment between now and next lesson is to choose an issue, problem, etc. that is made worse, because people are being close minded. The issue you choose should be:
 - a. Something you care about
 - b. Can be as personal as a fight with a friend or as huge as the AIDS epidemic in Africa and how they are not teaching safe practices. It can be anything in-between, but it should be something you care about and made worse by close mindedness

Start planning Action Session:

- 1) What is an action program or thing we can do to help combat close mindedness or promote open mindedness? Let’s start thinking of ideas.

DANNY
MISHKIN-
CONFIRMATION
2009-2010

Noticing Tools

We are using a writing exercise as our noticing tool for the High School Confirmation Program. Students respond to the same four questions after each class. The four questions are designed to target knowing, feeling, doing and belonging. We hope that the students know how to identify brokenness in the world, feel that that they can make change, act as to make change, and understand that they belong to a community that is shares their values. Students will answer the questions in the last few minutes of class or will email responses with-in a week of the class.

We hope that through this process, students will notice a change in them as an individual working on an issue to becoming a class/community working on the same issue as an expression of their Judaism. We chose a writing exercise, because it gets to the point and high school students are accustomed to expressing themselves through writing in school.

Taking Responsibility



What is a problem that we can all take on to make the world a better place? And why you should do something about it? Open mindedness is a problem that we can take on to make the world a better place. We should do something about it because most of the problems in the world are caused by close minded people.

How can you make a difference?

I can make a difference by convincing people to try new things and not make decisions so hastily.

What have you done in response to this problem?

In response to this problem I have convinced many people to be more open minded to big problems like poverty and sickness.

Who are your allies in responding to this issue (who has helped you?)

The entire confirmation class is my ally in responding to this issue.

Taking Responsibility



What is a problem that we can all take on to make the world a better place? And why you should do something about it?

Our problem is people being too closed minded. And we should do something about it because it is one of the main roots of a lot of other problems.

How can you make a difference?

We can make a difference in terms of this problem by encouraging people to be more open-minded.

What have you done in response to this problem?

We have learned about ways in which we could approach making a difference in terms of this problem.

Who are your allies in responding to this issue (who has helped you?)

The rest of the conformation class.

Taking Responsibility



What is a problem that we can all take on to make the world a better place? And why you should do something about it? I think anger and fighting, we can make the world a better place by being peaceful.

How can you make a difference? Not disagreeing w/ the people in my home.

What have you done in response to this problem? Try to not argue w/ my family members.

Who are your allies in responding to this issue (who has helped you?) myself.